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ABSTRACT

This booklet attempts to provide prospective graduate students with information written by students already pursuing degrees in the universities that offer graduate study of the family. In addition to general descriptions of programs, the booklet discusses such issues as faculty availability and concern for graduate students, the general orientation of the programs (research, teaching, counseling, etc.), the opportunity for students to shape their own programs, department morale, availability of fellowship and assistantships and the service they involve, the marketability of the degree, faculty assistance in placement, the type of placement, and the advantages and disadvantages of the program. The booklet also contains lists of faculty and their interests and department addresses. (Author/LAA)

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GRADUATE PROGRAMS IN THE FAMILY:

STUDENT PERSPECTIVES

National Council on Family Relations

Second Edition
September, 1973

CG 008 638

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Dennis Orthner
Douglas Sprenkle
Editors

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PREFACE TO THE SECOND EDITION

Prospects and Limitations of this Booklet

We have become increasingly aware of the need of students for more information regarding graduate programs in family studies. The number of universities offering advanced degrees in this area has increased in the last few years and the programs that have existed for some time have often changed in perspective since their inception. Some departments appear to be expanding their programs and enlarging their approaches to the family, others have remained rather stable, while others are definitely on the wane and becoming more narrow. Program "reputations" are as mobile as their faculty and graduates. It is our contention, therefore, that students should have available as much information as possible before committing valuable time and money to pursuing a particular degree program. It is usually quite difficult and costly to change universities in mid-stream because of dissatisfaction or unfulfilled needs.

It is the purpose of this publication to provide prospective students with candid descriptions written by other students already pursuing degrees in the universities that offer graduate study of the family. After all, who knows more about family programs than the students in these programs? Information that is published by the departments themselves can hardly be called objective and for most of us, campus visits are too expensive. The demand for this kind of data is certainly indicated by the fact that the first edition of the "student perspectives" sold out completely in a matter of months. This new edition has been almost completely rewritten, has a wider selection of universities, and overall presents a more integrated viewpoint of the respective degree programs.

We attempted to gather information from all of the universities that offer major graduate emphases in family studies. A list of these schools was provided by the NCFR office. We then sent letters to graduate students at each of these universities and suggested that they get together with a group of fellow students who constitute a reasonable cross-section of opinion in the department or program. An attempt was made to impress upon each of the contacted students that we could not possibly get a random sample and that we wanted a reasonably representative statement. A fictitious example program description was provided to give them an idea of the kind of information we were requesting.

Each group of students was then requested to write a brief general description of the program(s) available at their school. They were to consider such issues as: faculty availability and concern for graduate students, the general orientation of the various programs (research, teaching, counseling, etc.), the

ability of the student to influence the shaping of his program of studies, the overall morale of the students, the availability of assistantships and fellowships and the type of service they typically involve, the marketability of the degree and the amount of faculty assistance in job hunting, the type of placement (Home Economics or Sociology Departments, agencies, etc.) that most of the students accept, and in general, the advantages and disadvantages of the program(s). Any additional information that was felt to be relevant was also welcomed.

While we feel confident that the descriptions that are included in this booklet will give you an idea of the flavor of the respective family degree programs, we also would like to stress its limitations and ask that you bear these in mind. First of all, not all of the universities offering graduate programs in the family are included. While we attempted to incorporate as many of them as possible, some schools did not respond to our request for information.

Secondly, in no way does this booklet purport to contain a random sample of graduate students in general or in any particular program. We are attempting to present descriptions that represent a body of opinion from students at these universities. That we may have heard from students with either very jaundiced or very idealistic views about their programs is certainly possible. In other words, what is said is not necessarily representative. Weigh this evidence along with other evidence you can accumulate.

Thirdly, any publication contains information that is out of date by the time it is printed. This book, we feel sure, is no exception. Faculty members leave and funding sources dry up with utter disregard for published documents. While our responses were received between May and June, 1973, always check out details with the most current information available.

Fourthly, this booklet should not be viewed as the only source of relevant information about the various graduate programs. We recommend that you also consult the National Directory of Graduate Programs in Family Studies published by the NCFR. It is quite helpful and contains comparative data about many programs: addresses, number of assistantships and fellowships and amounts, lists of faculty and their special interests, and a sentence or so about the emphasis of the department. In addition, you may want to write a letter to students in the programs yourself, visit the campus if possible, or meet with the students or faculty at a professional meeting. The national meeting of the NCFR is an excellent source of potential information and students are increasingly being accepted in an important and meaningful way within the organization.

Even with the above limitations, we feel that this booklet provides a valuable addition to the storehouse of information that students require for wise

decision-making (no doubt some department heads will disagree). We have not sensed that this publication has become simply a medium for airing student gripes. There appears to be reflected a sincere attempt to evaluate each of the programs in the spirit of our request. Most students would prefer not to degrade the programs they are a part of as this is cognitively inconsistent and likely to reflect negatively upon themselves as well. For this reason, the balance of the perspectives may be more toward the positive side rather than the negative.

In any event, we wish you the best of luck in graduate school. The evaluations that follow certainly indicate you have a wide range of opportunities and approaches, an exciting opportunity to expand your awareness of family studies, and a meaningful way by which to improve the condition of your fellow man.

Your comments and suggestions would be appreciated. Please write us, care of the NCFR office.

Dennis Orthner, Florida State University
Doug Sprenkle, University of Wisconsin - Stout
Student Representatives, Executive Committee
National Council on Family Relations
1219 University Avenue Southeast
Minneapolis, Minnesota 55414

ARIZONA STATE UNIVERSITY

The Family Studies Program under the Department of Home Economics at Arizona State University emphasizes family health, with the prevention of problems and pathology as a major goal. This program is closely related with the Center for Family Life Studies--an educational, research and service agency of the University administratively connected with the Department of Home Economics. The program terminates with a Master of Science degree in Family Studies.

The Family Studies Program is relatively new and is still undergoing growth and expansion. It is an interesting and exciting program. New research, thinking, and ideas are explored and incorporated through teacher-student discussion and interaction. It is not an "easy-to-get", "sit-and-absorb" type of degree program.

As the students in the Family Studies Program come from a variety of backgrounds (including home economics, education, counseling, sociology, and nursing), there is considerable flexibility in course selection outside of the core courses. There is also flexibility within the individual courses, depending on the interests of the students. Courses from related areas, and university and community resources, are utilized to enlarge the scope of and give depth to program material. There seems to be an emphasis on the humanistic approach to families and individuals. However, research is also emphasized and is an integral part of many of the individual courses as well as the program as a whole. Family courses include such areas as history, cross cultural studies, family organization and management, family and individual development, theories and processes of the family and the individual, the healthy family milieu, family counseling, social class problems and needs, and community resources and their use.

The Family Studies Program may be used as a terminal program or as a stepping stone to higher education programs. Every effort is made to assist students in job placement although job opportunities are not plentiful at the present time. Teaching institutions and federal, state, and private community agencies seem to employ the greatest number of graduates to date.

The professors involved in the program are demanding, but they are dedicated, fair, encouraging, and helpful. Program counseling is good and appointments are kept. "Favoritism" is minimal and students are treated honestly and individually.

Students should consult the current Arizona State University Graduate Catalogue for up-to-date program prerequisites, requirements and course selection because of program expansion and development. They should contact the Department of

Home Economics at Arizona State University regarding fellowships and traineeships, as these depend on available funds at the time of application. As with any program, this program is not suited for everyone. Accordingly, an examination is given at the end of 10-12 hours of course work in order to help students to determine their suitability. Assistance with alternatives is given should this be desirable.

Faculty:

Dr. Owen Morgan--family interaction, parent-child relationships, family life and sex education, individual development
Dr. Helene Hoover--family interaction
Dr. Virginia Kagy--nursery school, child development
Dr. Dura-Louise Smith--childhood education
Dr. Bruce Campbell--gerontology, family development

Write: Department of Home Economics
Arizona State University
Tempe, Arizona 85281

BRIGHAM YOUNG UNIVERSITY

The Family Relations part of the Department is divided into two areas, family relations, and marriage and family counseling. Marriage and family counseling started out as a small branch of the Family Relationships Department, but has quickly outgrown its progenitor. Both areas offer M.S. and Ph.D. programs. Presently there is no non-thesis option, but that is being worked for. Although the counseling students are required to achieve a basic competency in the family relations area, the two areas are drifting apart. The counseling students tend to feel that the family relations courses are too theory-oriented and irrelevant to counseling. Some effort is being made to correct this.

A unique feature of the program is that evaluation is based on competency rather than grades and examinations. It was felt that traditional comprehensive examinations are irrelevant to what the professional really does after graduation. An attempt has been made to describe what is expected of a professional person in terms of competencies. Once a person has been accepted into the department, there is a commitment to help him achieve these competencies. The competency idea is highly valued by the students. However, it is felt that there is a big gap between theory and the application, with the application at times seeming much too

traditional. Since the competency program is relatively new, this gap may diminish with time.

Financial assistance is rated about average by the students. About 50% receive assistantships or some other type of financial aid. Most of the assistantships involve teaching undergraduate courses. The assistantship experience is highly valued by the students and is felt to be excellent professional training.

The faculty are generally quite accessible and quite concerned. The students feel that they have a moderate influence in shaping their programs, but that the faculty tend to be somewhat inflexible. The morale of the students is moderate, with a large amount of apathy toward student government or trying to influence the department in any way. The predominant attitude seems to be one of getting through the program quickly without rocking the boat. The quality of instruction in the department is rated about average, with a wide variation between teachers and areas. It seems to be higher in the counseling area. The openness of communication between faculty and student and vice versa is moderate. There is a strong feeling that the faculty-student relationship is one of dominant-subordinate. The faculty is considered slightly defensive.

Job placement is mostly in home economics departments, although too few quality Ph.D.'s have graduated up to now to get an accurate picture of the market for this degree. In the past almost everyone has been placed, but not always in the best positions. There have been problems in placement this year, particularly for the Ph.D.'s. Some of this may be due to a tight job market, but the students feel that the faculty and department could be much more helpful in this area. There is a lack of coordination and know-how.

The main weaknesses of the department are considered to be: some poor teaching, particularly in the family relations area, the inflexibility of the faculty and their lack of openness to new ideas, and the lack of market value of the degree, particularly the Ph.D. Also, although a knowledge of systems theory is built into the competency program, there is a lack of faculty interest and expertise in this area except for one of the counseling faculty. Students are forced to pick this up on their own if they want to learn it.

The greatest strength of the department lies in the expertise of its faculty members. They are rated very high in theory-building and also high in research. The department could become the national center of family theory in the near future. Many of the faculty are very active in NCFR and the present President and the President-Elect of the Theory Development Committee are both in the department. An interdepartmental Family Research Center has been set up and this should pull some research grants and provide graduate students research opportunities.

The concern of the faculty for the students is also considered a major strength. In conclusion, most of the students would recommend the department quite highly to prospective applicants.

Faculty:

Dr. J. Joel Moss--Department Chairman, Family Relations: Potentially strong in teaching, family-life education, and theory, but devotes much of his time to administrative and outside activities.

Dr. Wesley Burr--Family Relations: Very strong in deductive theory. Present President of Theory Development Committee of NCFR.

Dr. Darwin Thomas--Family Relations: Strong in symbolic interaction theory. Good ability to get publications. President-elect of Theory Development Committee of NCFR.

Dr. Boyd C. Rollins--Family Relations: Strong in research methodology. Also has expertise in behaviorism and exchange theory. Currently working with Darwin Thomas on reconceptualizing and studying power or control in parent-child interaction.

Dr. Kenneth L. Cannon--Family Relations: Particularly interested in studying courtship, mate-selection and pre-marital sex. Co-author of functional textbook with Blaine Porter, Dean of the College of Family Living.

Dr. Elmer Knowles--Family Relations: Specializes in Family Life Education and is strong in functional teaching.

Dr. Hugh Allred--Counseling: Specializes in open forum family counseling using an Adlerian approach. Tries to reach large numbers of families.

Dr. Margaret Hoopes--Counseling: Interested in effective counseling practicums and in evaluating counselor effectiveness.

Dr. Lynn Scoresby--Counseling: Strong in applying systems theory to counseling. Uses innovative teaching methods.

Dr. Gene Mead--Counseling: Most research-oriented of the counseling faculty. Particularly interested in parent-child interaction.

Dr. Farrel Lewis--Counseling: Interested in measurement and instrumentation problems and adolescence.

Write: Department of Child Development and Family Relations
Brigham Young University
Provo, Utah 84601

CASE WESTERN RESERVE UNIVERSITY

The Case Western Reserve University Department of Sociology is probably best known for its Institute on the Family and Bureaucratic Society--a cross-national family life research project directed by Marvin B. Sussman, Ph.D. Marvin Sussman is considered a master of "grantsmanship" and has been responsible for directing a respectable amount of federal and foundation money to the department which in turn has been a source research experience for graduate students.

The current chairman of this department is Mark Lefton, Ph.D., well-known for his work in medical sociology. There are only three faculty members who are currently distinguishable as having special interest and expertise in family studies; they are Marvin Sussman, Ph.D., Jetse Sprey, Ph.D., and Thomas Condon, Ph.D. Students report there is quality, if not quantity.

Dr. Sussman is considered a first-class researcher. He has been of great assistance to graduate students in family studies. Up until a few years ago he was chairman of the department; because of administrative duties he was not so accessible and his international involvement also took him away from the department throughout the school year. Now with the Institute on the Family and Bureaucratic Society as his prime responsibility he has done more work with graduate students, especially involving them in various dimensions of his research--but not exploiting them. He stresses that students working with him have full responsibility to "do their thing" and therefore in developing their own research they must do the hiring of interviewers, coders, etc. and must supervise all aspects of the research project. Sussman was for several years editor of the Journal of Marriage and The Family.

Dr. Sprey is felt to be the outstanding theoretician within the department's family studies program. He generally has an open-door policy for consultation and has been another major source of assistance not only for the family trainees but for students in other areas. Sprey is also a researcher and has involved several graduate students in collaborative projects. Sprey has been actively involved in NCFR programs which has resulted in an interest in NCFR by his graduate students.

Dr. Condon is relatively new to the department but already has manifested a spirit of colleagueship in his relations with graduate students both as advisor and co-worker. Condon's interest in qualitative research provides an additional dimension to the department. He stresses the importance of concise conceptualization within all areas of sociology and continues to work with graduate students to develop a sound theoretical basis for their work. In Condon students report an excellent meeting of theory and research methodology with no compromises.

The department offers both the Master's degree and the Ph.D. Heavy emphasis is placed on the Ph.D. qualifying examination which is a comprehensive exam in theory and research methodology. Family Sociology is only one of several specialty areas; each graduate student must have two specialties. There is no counselling program in family studies. The department offers in-depth preparation in theory and research methodology as it relates to specialty areas.

In general the morale of the student body revolves around the availability of money--money for traineeships, fellowships, research, etc. At the present time there are five traineeships (all taken) and the money situation is tense. The university has been forced to make many cut-backs which affect the faculty which in turn affects graduate students. In the spirit of survival techniques, both faculty and graduate students have collaborated in proposal writing for research funding; research opportunities have increased in the past year which permits greater involvement by graduate students in meaningful activities. Assistantships, fellowships, traineeships are so limited in levels of support and, in general, are so scarce that many people do not even mention them. Some graduate students have been "forced" to seek employment to continue their studies and through the assistance of the faculty, they have, for the most part, found work related to their specialty area(s). Once again, where faculty members have received research grants, they have involved their students as colleagues in their research and often supported their students' individual interests within their own projects.

Write: Department of Sociology
Case Western Reserve University
Cleveland, Ohio 44106

COLGATE ROCHESTER DIVINITY SCHOOL

This 3-year-old program is available to clergy with B.A. and M.Div. degrees or equivalent, plus a minimum of three years pastoral experience. The program is limited to eight interns per year although there are plans to increase the number to twelve. The program aims not to over-specialize a clergyman out of the pastorate, but to return him to the pastorate, better prepared to provide improved pastoral care and counseling for individuals and families. "Pastorate" may include congregations, campus ministries, and hospital chaplaincies. The emphasis on family counseling and education is strong. Family Life Education includes field work in a variety of settings, e.g., congregations, schools, community groups.

Clinical work is done under supervision at Family Service of Rochester or Catholic Family Service. Great emphasis is placed on joining theory and practice and on balancing clinical exposure with theological reflection. The aim is to produce counseling pastors and not pastoral counselors.

This program is in flux at present as it moves from a 9 months M.Th. degree to a 12 months D.Min. degree. The program can be taken full-time in one year or part-time over two years. The cost is very reasonable.

The director is always available and consistently offers support and advice. Some other faculty members are less readily available, not because of lack of interest, but because of commitments elsewhere. Rapport with the professional staff at the family agencies is excellent and clinical supervision is good.

The emphasis in both academic and clinical sections is strong on marriage and the family. Sixty percent of the time is spent at a family agency, but this includes didactic seminars; the balance of the time is spent in academic work and research. The research project is intended to help the student integrate his learnings and to reflect theologically upon them. Community organizations are used as learning resources in some courses.

There is no room for negotiation on the overall program, but within some courses there is considerable flexibility to permit the student to design his own learning goals.

The part-time students find the first year (clinical) exciting, but tend to find the second year (academic) hard and heavy work. Full-time students find the

year heavy, but appreciate the concentration. However, they should have few or no outside responsibilities. We set the overall morale at 75%.

Limited housing is available. Part-time parish work can be found. The program is very reasonable and no one has found it too difficult to finance.

In both secular and church world, the degree has little value yet, not because it is worthless, but because its value is not widely known. However, the American Association of Marriage and Family Counselors has certified this program as meeting its standards for accreditation. Congregations seeking a pastor with such counseling skills will pay more. The degree has been rated by one Family Service Agency as almost equivalent to a M.S.W.

Most graduates return to the pastorate where they ministered part-time while working for the degree. Each must do his own negotiation since no placement service is offered. One of this year's graduates will set up a joint medical-counseling service in conjunction with several doctors in a small city. Another graduate will develop an experimental project involving a Family Service agency and several rural clergy.

Advantages of Course:
1. no over-specialization
2. good clinical exposure
3. good clinical supervision
4. good balance between theory and practice
5. good balance between theology and psychology
6. designed for the pastoral ministry
7. flexible time--full time or part time
8. reasonable cost

Disadvantages:
1. developed by and revolving around one man, but this is changing
2. time consuming and much pressure on the part time student

Write: Dr. J. C. Wynn
Colgate Rochester Divinity School
1100 South Goodman Street
Rochester, New York 14620

CORNELL UNIVERSIT

th the M.A. and Ph.D. degrees in

Cornell's School of Human Ecology offers b nically majors in Family at the area of family studies. While a student te ent and Family Studies, the Cornell through the Department of Human Develop , interdepartmental "Field actual "program" is based on an interdisciplina drawn from the Departments of System". One's courses and committee members a logy, and Women's Studies, as Sociology, Psychology, Anthropology, Rural Soci ne of the strengths of such a well as Human Development and Family Studies. ty and flexibility such a course program is the obvious interdisciplinary divers to construct their own graduate of study implies. Students by and large are fr ng relevant course offerings program in the Family Area by selectively choos throughout the entire university.

of Family Studies such as cross-

Faculty interests include traditional area here is also a growing involve- cultural studies, socialization, and kinship. me family intervention, and ment with special problems of the aged, low inc ing developed with the Women's contemporary family forms. New ties are also b ion Center. Studies Program, the Law School, and the Popul

ultimately rests in the special

All power over a student's course of stud e faculty members representing a "Committee". This is generally composed of th l and personality, psycho- major, a minor within the department (e.g. soci minor (e.g. social psychology, pathology, cognitive), and an outside departme Most students select a committee experimental psych, demography, anthropology). ey are individuals the student at the end of their first semester. Ideally, on a teaching or research has gotten to know either through course work committee members on the way to assistantship. Students frequently change the irst few years. a degree as their interests change during the

thesis based on some independent

A Masters candidate is expected to write second year. Students are research, generally conducted at the end of th by successfully passing "A" "admitted to candidacy" for the Doctoral degre ten and oral evaluations conducted Exams. These are usually a combination of wri e areas. Each exam is uniquely by committee members in each of a student's th on with his committee members. designed by the individual student in conjunct e it no later than their seventh The Graduate School requires all students to t ear usually). semester in residence (first semester, fourth

ired for the Ph.D. is six. There

The minimum number of residence units req rry three courses plus an assist- are no required courses; however, most grads c e is no language requirement. Two antship each term prior to the "A" Exams. The

semesters of statistics are strongly advised. Completion of a Ph.D. requires a Dissertation (more independent research) and a successful "Defense" of it in the "B" Exam. Time involved in completing this last hurdle varies. Some say it's forever (there's a 7 year limit). Most take 1 1/2 to 2 years to finish beyond the "A's".

Students usually receive support through teaching or research assistantships which cover tuition and provide a meager but liveable stipend. This generally involves 15-20 hours a week and provides valuable experience in most cases. Fellowships have become fairly scarce due to recent cutbacks. However, there is a moderately good chance of getting at least one term of support.

The department is currently in a state of transition due in part to a year long search for a new chairman. For the past few years there has been a growing disparity between the strength of the Child Development and Family Studies programs. Most students who have been admitted have come with psychological backgrounds which have oriented them more toward the Child Development offerings in the department. Since relatively few of the Human Development and Family Studies faculty themselves hold a sociological orientation, this has led students who are interested in the family area increasingly to turn outside the department in constructing their programs. While there is a good deal of potential in such freedom, many students feel a need for greater coordination and integration of the offerings within the department. There is also growing pressure to hire more faculty in the area (although funding is a major problem). The process of selecting a new chairman has generated a new recognition of these problems and has led to a re-evaluation of the graduate offerings in all of the major areas in the department. Student input is generally welcomed (if not always acted upon), and of late our input has become more organized and committed to rethinking the goals of the department.

In sum, the Family Studies Program at Cornell provides a potentially exciting opportunity to construct a program which suits one's own interests, provided one is comfortable with the lack of structure. While courses are dispersed throughout the university, there are generally excellent faculty in the field who are willing to work with one in planning his/her training. In closing, Winter in Ithaca is wretched but Fall and Spring are really great.

Faculty:

D.. Helen Bayer--The parental role: Programs of parent education, involvement and intervention.

Dr. Urie Bronfenbrenner--Psychology: Cross-cultural studies of socialization in family and peer groups. Social policy and social planning about children and families.

Dr. Edward Devereux--Sociology: Cross-cultural analysis of child rearing practices. Sociology of socialization and cognition, structural functional analysis of the family.

Dr. Harold Feldman--Psychology: Contemporary forms of the family in the U.S. Theories of the family, intra-family relationships and the occupational and educational system.

Dr. Bernard Rosen--Social Psychology, Sociology: Personality and social structure. The achievement motive, family interaction and social change, cross-cultural studies of the family.

Dr. David Roy: Identifying and developing opportunities for young people, research into the problems of youth, training youth development workers.

Dr. Gordon Streib--Sociology: Family structure and change in the middle and later years of the life cycle. Adaptation of older families: Social, psychological and sociological issues relating to the family.

Dr. Joe Stycos--Sociology-International Population Program: Control of human fertility. Family and fertility, international research on human fertility.

Dr. Philip Taietz--Development Sociology: Community structure and aging. The family in the middle and later years.

Dr. Nick Tavuchis--Sociology: How children learn about kinship. Comparative study of family organization with a special interest in the circum-Mediterranean areas. Historical demography as it pertains to the family.

Write: Department of Human Development and Family Studies
Cornell University
Ithaca, New York 14850

FLORIDA STATE UNIVERSITY

Two departments offer graduate courses in family relations at Florida State: the Department of Sociology and the Department of Home and Family Life in the School of Home Economics. Out of these two departments, three graduate programs emerge: the Family Relations program through the Home and Family Life Department, the Family Sociology program through the Department of Sociology, and the Inter-divisional Program in Marriage and Family Living which is offered as a combination of each. None of the programs requires a foreign language.

The Family Relations program offers both a Master's and Ph.D. degree with emphasis in family life, child development, and consumer economics. The student has considerable flexibility in designing his course program within these three areas but student input into course content, departmental affairs and decision making is discouraged by the faculty. Qualifying exams are not required for the Master's degree program but they are for the doctorate. A thesis is required for the Master's and comprehensive exams are required for both degrees. It is reputed that personality considerations play as much a part as academic in acceptance as well as successful completion of the program. Morale among students is generally high but highly dependent upon occasionally capricious actions of some faculty. It would appear that more than the usual amount of academic gamesmanship is required in this program. The result, however, is a quite marketable degree with almost all students placed directly by the department head who seems to have excellent contacts. Most graduates are placed in other Schools of Home Economics in primarily teaching positions.

The family sociology route is actually a Ph.D. program in sociology with the family as one of two areas of concentration. The graduate program in sociology has recently been revamped giving more flexibility to the student. No qualifying exams are required but a great deal of attention is paid to the student's past record and perhaps too much attention to the G.R.E. score. The student can arrange practically any program of studies that his committee will agree to as long as he recognizes that he will have to complete the minimum required hours for the Ph.D. by the university and pass "stiff" comprehensive exams in sociological theory, methodology, statistics, and his two selected areas of concentration, only one of which is the family. Morale among graduate students in the department is quite good and graduate students are represented on all departmental committees. The job picture is not quite as clear as it has been for graduates of this program. On the one hand, one has the flexibility of being able to move into either Home Economics or Sociology Departments as well as other research and governmental organizations. On the other hand, faculty are not as "bullish" as the faculty in Home and Family Life and the student will have to do much of the legwork himself.

The Interdivisional Program generally attracts those interested in counseling. The program actually has options for counseling, teaching, research, and family life education but most of the students are counseling oriented. The family counseling area is in the Department of Home and Family Life and is strictly Adlerian although more behavior-mod is to be offered shortly. Marriage counseling is a step-child of the Sociology Department and the approach is largely eclectic. The program of studies is flexible between options but the counseling option does require a heavy load in time and practicums to complete the necessary sequences. Students in the Interdivisional Program are also required to be quite familiar with research methodology and theory and are examined carefully in these areas. While the morale of the students is quite high, there is a noticeable feeling of identity confusion as no department really claims them. One can opt to take the degree, however, through either the School of Home Economics or the College of Arts and Sciences and those that select the Home Economics route at least had a desk in the graduate student area and more communication with each other. Graduates of this program have lacked the overt sponsorship in job hunting but have been able to find good positions in the past. Most graduates seem to accept positions in Family Life Departments and a few go to Sociology Departments.

In all three programs, fellowships are practically nonexistant, as are funds of any kind for Master's level students. Assistantships are very limited and generally only one-quarter time. Most students come unfunded and pick up a minimum teaching assistantship after a period of time (again, gamesmanship is very important). Those with experience in some specialty, such as computer programming, may find jobs in other parts of campus or off-campus. For those with spouses who desire work, clerical and secretarial work is most common, while teaching and social work jobs are very difficult to find.

Faculty:

Dr. Leland Axelson--Chairman, Sociology; Director, Interdivisional Program: working wives, Black families

Dr. Ira Hutchison: cross-cultural family, divorce patterns

Dr. Ruth Dales--Head, Home and Family Life: child development

Dr. James Croake: family counseling

Dr. James Keller: alternate family forms

Dr. John Green: marriage counseling

Dr. William C. Nichols, Jr.: marriage and family counseling (joining faculty effective September, 1973)

Write: Dr. Leland J. Axelson, Director
Interdivisional Program in Marriage and Family Living
Department of Sociology

Dr. Ruth H. Dales, Chairperson
Department of Home and Family Life

The Florida State University
Tallahassee, Florida 32306

INDIANA UNIVERSITY

The Family Studies program at Indiana University is offered through the Home Economics Department. The student has the option of emphasizing either the family or child.

The Master's program is a terminal degree in this department and requires 30 hours beyond the B.A., including a thesis. Each student is required to take a three-hour course in statistics; six hours are allotted for thesis work; the remaining hours are divided between a major and minor, the latter which may be in other areas of Home Economics or outside the department. During the last year students have minored in early childhood education or counseling through the School of Education and Sociology. Besides the course work, each student must pass a written qualifying examination at the end of 9 or 12 hours in order to demonstrate his ability to conceptualize and integrate material. There is also an oral defense of the thesis.

Most students take a year and a summer to finish the program; and students with associate instructorships are encouraged to spend two years on the degree--although most find three semesters quite sufficient. The student picks his own major advisor by the end of the first semester's work, and they together select two more professors (one of whom may be outside the department) to work on the student's thesis committee.

Although there are only five faculty members devoting full time to family studies, they contribute quite a variety of interests and viewpoints: child development, parent education, adolescence, sexuality and sex education, cross-cultural and historical family studies, research, and counseling (two faculty

members belong to the American Association of Marriage and Family Counselors). Because the department and the number of full-time graduate students is small, there is generally a close student-faculty relationship. Also, most of the professors are extremely willing to give individual tutorials on subjects of particular interest.

The entire program is highly flexible, and students' needs and interests can usually be satisfied. The emphasis on the qualifying exams and the thesis seems slightly out of proportion in comparison to other departments on campus, but as a result, most students gain a feeling of accomplishment and self-confidence when the degree is completed.

There are no fellowships offered for family studies. At the present time there are seven full-time associate instructorships. The work asked of an associate instructor usually includes grading papers, making up exams, researching topics and leading discussion groups for the functional marriage course. This last fall a code of ethics was drawn up regarding work assignments of associate instructors, and progress is being made on establishing written contracts between the department and the associate instructors.

During the last year there was considerable strife within the Home Economics Department between the more vocationally oriented faculty and the family studies faculty concerning a possible reorientation of the department entirely toward family studies. As a result, the faculty, along with student representatives, created and presented a new plan for reorganization to the College of Arts and Sciences which was accepted and will be initiated in the fall of 1973. Included in the plan is an undergraduate major in consumer and family studies and expanded course offerings in these areas. At the present time, the department is being administered by three faculty members and a search for a new chairman is being conducted, hopefully to be completed by the fall.

Graduates from this department have found jobs teaching in high schools, junior colleges and colleges, and working for community service agencies. It is my understanding that all graduates have been placed in jobs and several have gotten extremely good positions. Students looking for jobs can place their credentials with the Educational Placement Service and they occasionally have job listings. A number of students each year go on to Ph.D. programs and recently the Pastoral Counseling Center in Indianapolis hired a certified supervisor with American Association of Marriage and Family Counselors which adds the possibility of acquiring marriage counseling training along with the M.S. degree.

Write: Department of Home Economics
Indiana University
Bloomington, Indiana 47401

IOWA STATE UNIVERSITY

One can pursue family studies at Iowa State through either the Department of Sociology and Anthropology, the Department of Family Environment, or a combination of the two.

A Master's degree program in the Individual and the Family is offered by the Family Environment Department. Students are required to take one course each in statistics and research methods and a graduate level course in each of the other three divisions of the department: consumer behavior management, housing, and household equipment. The remaining courses may be taken from within the department or from other departments. The orientation of the courses ranges from humanistic to research and theory, with a strong push for the latter. Students are given considerable flexibility in determining their total program. Even among the required courses, several alternatives are offered. There is no foreign language requirement.

For all practical purposes, a research thesis is required at the Master's level. Although a student might be able to embark on a different type of project, this is highly discouraged and yet to be attempted. Departmental studies often provide research topics and data for those students who do not care to do their own original study.

At the Ph.D. level, a student may elect to enter the Family Sociology program or a joint program including Family Environment with a department such as Sociology, Child Development, or Education. The joint program may offer an advantage in job placement for some positions but the student should inquire early as to the requirements of both departments in terms of coursework, preliminary exams, appropriate dissertation topics, etc. The student should realize that he will be taking major and minor prelims from both departments which entails more work and a thorough knowledge of both disciplines.

The Family Sociology program is quite research oriented. Research is stressed over teaching although opportunities for teaching in the area of marriage and the family are readily extended and encouraged to Ph.D. level students. In general, the program is rigid and inflexible, especially with regard to the core areas of theory, methodology, and statistics. The student does have the choice of major professor and committee, which vary considerably in allowing student volition. In the area of the family most of the professors are flexible and encourage students to shape their own program in terms of specific courses as well as areas of study.

The student morale is quite high. Those in Family Environment are encouraged to take an active part on departmental committees. The faculty are quite willing in both departments to make themselves available to discuss academic or personal concerns. In sociology, Dr. Dean was especially cited for his genuine interest in students and making time for them from his overextended schedule.

Fellowships are practically non-existent in the area of the family. In Family Ecology, approximately five assistantships are available on a 9-month basis. Those high on admissions qualifications and with an appropriate background are most likely to be awarded one. Research assistantships are most likely to include library work, instrument development, interviewing, and data coding. Teaching assistants are more likely to aid the faculty in their courses. Students who do not receive aid, but who show promise, are often given help in finding other jobs.

In sociology, assistantship availability has been adequate but not outstanding. Research assistantships are more likely to be in other areas of interest but teaching assistantships in marriage and the family are more plentiful. Most Ph.D. level students in family sociology will have an opportunity to do some teaching.

The job outlook for family graduates is fairly good. Master's degree graduates tend to go into teaching and extension. Some go to counseling, social work, and family agencies. The Ph.D. graduates have faired quite well in the job market. The reputation of the Sociology Department is not outstanding but it certainly is respectable. All the graduates have been placed and most have had several offers. A few students have found attractive positions in governmental agencies, extension services, etc. A few have gone into business as consultants. The department, however, encourages academic placement in other Sociology Departments but retains a relatively healthy attitude about placing students in Family Life Departments. The amount of aid a student might receive in securing a job varies a great deal from professor to professor and student variability is a factor as well. The student with a good academic and professional record should have little difficulty.

A few weaknesses should also be mentioned. First, no real program with any clinical or counseling emphasis is currently viable. Second, while the professional competence of the faculty is not in question, few are active in national organizations and only Dr. Mary Heltsley, in Family Environment, is making any real effort to see that the graduate students are involved in NCFR, NCFR affiliated council activities, etc.

Faculty:

Dr. Dwight Dean: marital roles and adjustment, communicatives, values

Dr. Ronald C. Powers: dating and courtship behavior, aging, family change, family theory

Dr. Mary Heltsley: human sexuality, family life patterns, aging, family theory

Dr. Gordan Bultena: human development, social gerontology

Dr. Elmer Schwieder: family life patterns, American entopianism

Dr. David Weltha: existence, family living, communications

Dr. Rita Braito: sex role development, life styles and social class

Write: Departments of Sociology and Anthropology and/or
Family Environment
Iowa State University
Ames, Iowa 50010

MICHIGAN STATE UNIVERSITY

Michigan State offers a Ph.D. program in Family Ecology and Master's programs in Family Ecology and Family and Child Sciences. The Family Ecology Division is concerned with the family as an ecosystem, values, management, and decision making. Family and Child Sciences deals with intervention, counseling, sexuality, conceptual frameworks, and interpersonal relationships in the family. Essentially Family Ecology is more in the tradition of home economics and management and Family and Child Sciences seems to fit more into the main stream of NCFR or family sociology. The Ph.D. program, however, is only in Family Ecology.

Thesis (45 credits) and non-thesis (52 credits) options exist for the Master's programs. Requirements are minimal for all the graduate family programs. At the Ph.D. level in Family Ecology, research and statistics have so far been worked out with each candidate; there is no foreign language required. Ph.D. comprehensives are in six areas: family systems, research methodology, family management, family dynamics, minor area of study and special area of research. A qualifying exam is being reinstated at the Ph.D. level.

The Family and Child Sciences Master's program is not designed as a concentrated specialty in any one area of family studies. It maintains a more general approach. The student is to take the initiative in becoming a specialist in

family life education, extension, marriage counseling, or whatever the person desires.

The Family Ecology Master's program includes family economics, consumer economics, home management, and family ecology education. Each centers around the organism-environment relationship of the ecological framework of the college. The required courses are minimal (family as an ecosystem, research methods, and critiques of research). The student selects three committee members to help him develop his program. At the end of his graduate work, the student must pass a two-hour oral exam before these same committee members on either the course work or his thesis.

The resources of Michigan State are tremendous and the departments of Family and Child Sciences and Family Ecology have working relationships with many segments of the university. Unfortunately, no Ph.D. level practicum arrangements have been worked out with other departments at this time and the probability of such arrangements in the near future is quite low.

The morale of the students seems to be medium throughout the college. There are a couple of barely-functioning student organizations. About 80% of the college is female and presently little is being done to change the Home Economics image.

The general tenor of the college is not high pressure, competitive and cut-throat, either between students or faculty to students. Faculty to faculty hostility can be fairly easily avoided as most but not all conflict is open. The emphasis is not intellectual and at times can be somewhat frustrating for those who enjoy one-to-one or small group cognitive adventures. The atmosphere is very friendly and low key. However, a student interested in research opportunities or theoretical development might be disappointed.

A few fellowships come from college endowments. Assistantships, while not plentiful, are available. Most students who desire aid can acquire it in the course of a year. Also, off-campus employment is available. Wages, however, probably will not cover the cost of living at Michigan State University.

Generally speaking, the family faculty are an open and humanistic group of people in Family Ecology and Family and Child Sciences. Most are readily available in their offices for consultation. Scholarship in terms of publications and participation in national organizations is low and a large number of faculty are former Michigan State University graduates. Some of the faculty have developed innovative methods of instruction and the climate for this is favorable. One major problem which exists is that professional competence and innovation in

teaching methods are inversely related to status. The graduate assistants, part-time instructors, and assistant professors are generally perceived as out-distancing the senior staff in most dimensions of the program except for dollars deposited in the bank. The job security of the personnel at the lower levels is determined on a year to year basis and this is also a problem.

Regarding job placements, a file is maintained in departmental offices and one or two staff are of some help in terms of national contacts. It seems that everyone who graduates is employed in some way in the profession for which he/she is prepared.

Write: Department of Family Ecology
Michigan State University
East Lansing, Michigan 48823

NEW YORK UNIVERSITY

At New York University, the only degree granting program in the area of family studies is within the Division of Health Education, Physical Education, and Leisure Studies. Relevant courses can also be found in the Departments of Human Relations and Social Policy, Counselor Education, and Home Economics.

The Department of Health Education offers three curriculums of study: (1) Teaching of Health in Schools and Colleges, (2) Community Health Education, and (3) Human Sexuality, Marriage and Family Life Education. Although there is some degree of overlap in the courses taken for each curriculum, the program in Human Sexuality, Marriage and Family Life Education is the one most geared to family relations. Emphasis is given both to content and attitude formation, with the frequent use of a group dynamics approach to education. The student is free to select among such courses as "Black and White Attitudes Toward Human Sexuality", "Human Awareness", "Marriage and Family Life Education", "Alternative Life Styles", "Human Sexuality", and "Methods and Materials for Teaching Health". The election of courses from other departments at the university is permitted. Students also have the opportunity to do independent study or an internship, which involves fieldwork often in an agency setting.

The program in Human Sexuality, Marriage, and Family Life Education offers a Master of Arts degree, Doctorate of Education, and Doctorate of Philosophy. The Master's degree is a 34 credit program, requiring a Master's project. Students take 28 credits in specialization, 6 of which involve a research methodology

course and the writing of the project. The remaining 6 credits are devoted to cognate studies. The Ed.D. and Ph.D. programs involve 45 credits in total, being research oriented as well as requiring study in interdisciplinary and cognate areas. Written research for the Ed.D. can be substituted with an internship or fieldwork experience, yet the student still must submit a written outline and take an oral examination. The Ph.D. requires original written research.

The program in human Sexuality, Marriage, and Family Life Education is a dynamic and stimulating educational experience. While the student is not necessarily trained for education or counseling, he or she is given a flexible grasp of the field, which enables an occupational choice in many areas. A large proportion of students plan to be or are already involved in teaching, yet many do take the counseling route. The department has a resource center which is invaluable for job hunting, and the faculty are extremely helpful in getting students placed in the field.

Faculty availability in general is good. A warm and friendly atmosphere pervades the department, and relationships between the faculty and students are informal. Student morale is fairly high and communication with the faculty is open.

The cost per credit at New York University is somewhat high, yet fellowships and assistantships are available. The usual policy is that the student must work 20 hours per week for a salary, and is given 9 credits of tuition remission.

Faculty:

Dr. Marian Hamburg: program area director, doctoral seminar

Dr. Deryck Calderwood: human sexuality, curriculum development

Dr. Sandford Weinstein: research, group dynamics

Dr. Bruce Gould: community health education

Dr. William Sawyers: drugs and alcohol

There are also adjunct professors teaching in other areas of health, as well as teaching fellows.

Write: Division of Health Education, Physical Education and Leisure Studies
New York University
51 South Building
Washington Square
New York, New York 10003

NORTHWESTERN UNIVERSITY

Northwestern University offers opportunities for family study through the Department of Sociology. This is an ideal program only for persons who are interested in becoming sociologists first, but with an emphasis in the sociology of the family. There is no opportunity for training and experience in marital and family counseling within the department. Therefore, individuals interested in counseling must obtain that experience outside of the department.

Northwestern has a number of distinguished faculty members who devote much time to their scholarly pursuits and less to their teaching. There are only a few courses offered each year which are directly related to the family. Thus, for a person wishing to emphasize this area of study, it is necessary to work independently in association with faculty. The graduate program in sociology is intended only for those individuals interested in pursuing the Ph.D. No terminal Master's program exists.

Northwestern's Sociology Department consists of twenty faculty members, six of whom are directly or indirectly involved with aspects of the study of the family. The faculty are diverse in their approaches to theory and research, ranging from participant observation methodology to large scale survey research within a variety of theoretical contexts. Northwestern has no rigid requirements for the Ph.D. Students are expected to design their own programs in consultation with the faculty. The only requirements are a given number of courses (some of which virtually all students choose to take), completion of the preliminary qualification (several options) and the dissertation. There is an emphasis among graduate students on independent scholarly research, which is reflected in the magnitude of some of the dissertation research projects. A person with a Bachelor's degree usually needs four years to finish the Ph.D. A person entering with a Master's degree usually needs three years to finish. One may move through the program at his or her own speed, thus there is considerable variation in both directions.

The faculty are generally very accessible and most spend a fair amount of their time with graduate students. Faculty and graduate students are generally on

an informal and often first name basis. Ther is little exploitation of graduate
students, with several joint publications res lting. Most graduate students are
supported by fellowships, although their avai ability is declining. Many students
are helped by the department to obtain outsid funding. All graduate students are
expected to teach at least one course during eir stay. Both faculty and stu-
dents are free to accept or decline affiliati g with each other for supervising
committees, and although students may partici ate in faculty research projects,
this is never imposed. The department is qui e democratic with graduate students
sharing in departmental decisions.

A student with low motivation will never make it through this department be-
cause of the need to work independently and p an one's own program. Faculty are
generous with their time, but the student mus initiate contact. The graduate
students--over 50 full time--interact informa ly and some consult regularly about
their work.

All Northwestern graduates have been pla ed in acceptable jobs. As the
market tightens up, some can only find jobs i departments which were not among
their first choices. Generally speaking, mos get placed in top ranking depart-
ments which grant the Ph.D. Some prefer smal colleges or research positions.
Most, however, find jobs in sociology departm nts, although recently an increasing
number are taking jobs in departments dealing more directly with their substantive
specialties. In the case of an emphasis in t e family, there have been numerous
opportunities in family-related departments.

Admissions are highly competitive, and i is almost necessary to find some
way to get a faculty member to help push your application through. With only ten
admissions for every 250 applications, it hel e to have a personal contact. The
drop out rate is quite low.

In summary, this is an ideal place for student who is primarily committed
to the field of sociology, with a strong inte est in the family. The individual
should be self-motivated and able to work ind pendently. He or she should have an
interest in theory and research. Those havi no interest in research of any kind
would not be happy here.

Faculty:

Dr. Robert F. Winch: sociology and social p chology of the family; identifica-
tion, ethnicity and kinship; family structure and function

Dr. Zena S. Blau: sociology and social psyc logy of the family; aging; child
rearing

Dr. Donald E. Carns: premarital and deviant sexuality; social integration, including kinship

Dr. Remi Clignet: comparative family studies and comparative kinship and education

Dr. Scott Greer: voluntary associations; ethnicity, kinship and family

Dr. Allan Schnaiberg: cost analysis of family planning decisions; migration, modernization of developing societies

Write: Department of Sociology
Northwestern University
Evanston, Illinois 60202

OKLAHOMA STATE UNIVERSITY

The Department of Family Relations and Child Development offers a program in which it is possible to concentrate in (a) Early Childhood Education, (b) Child Development, or (c) Family Relationships. Students may take work in all areas but are encouraged to focus their efforts in one area. All students are required to write a thesis and to take a course in statistics or research design. A minimum of 31 semester hours are required for a M.S. degree. Programs of study may include more than the minimum number of semester hours, depending upon the student's background and professional goals. A proposal for a Ph.D. program in Home Economics is being developed which will permit a major in Family Relations and Child Development.

Admission to the graduate program is based upon undergraduate performance. An over-all 3.0, B, average is required at the undergraduate level. Students who do not have quite a 3.0 average may be admitted on academic probation, i.e., the student must make at least a B in each course in the first 10-12 hours of enrollment or be dropped from the Graduate College. The Graduate Record Examination is not required for admission. Students must have completed 30 hours of undergraduate work in home economics, however, or in related areas such as psychology, education, sociology, or economics.

Six half-time assistantships are available in the Child Development Laboratories. For a student to be available for a laboratory assistantship, she must have a background in Early Childhood Education. Currently, students with an undergraduate major in Early Childhood Education have about a 50-50 chance for an

assistantship that carries a stipend of $2700. for nine months. Assistantships are not available in the summer. Students in the family and child development areas face greater competition for assistantships. Currently, there are three quarter-time research assistantships. Each carries a stipend of $1350. for nine months. Half-time assistants work 20 hours a week in the department and quarter-time assistants work 10 hours a week in the department.

The vast majority of students in the department concentrate their work in the area of Early Childhood Education although there are students who are concentrating their work in the areas of Family Relationships and in Child Development. The department is one of the leading ones in the country in terms of Master's degrees awarded in Family Relations and Child Development. Placement of Master's students in positions as demonstration teachers in Child Development Laboratories has been exceedingly good. Also, placement of graduate students in the Cooperative Extension Service has been good.

All students are required to write a thesis, and guidance of graduate level research is good. Computer facilities are excellent. The faculty within the department are very supportive and helpful. The entire university is student centered.

Faculty:

Dr. Josephine Hoffer: early childhood education, child development

Dr. James Walters: child development and family relationships, interaction theory, research methodology

Dr. Nick Stinnett: family relationships, later years, research methodology

Dr. Elizabeth Starkweather: creativity in young children, child development, research methodology

Dr. Althea Wright: marriage, family relationships

Dr. Frances Stromberg: early childhood education, child development

Write: Department of Family Relations and Child Development
Oklahoma State University
Stillwater, Oklahoma 74074

OREGON STATE UNIVERSITY

Oregon State University has a Family Life Department within the School of Home Economics. Other departments including Education, Counseling and Guidance, Psychology, Sociology, Extension, Foods and Nutrition, and Speech Communication are supportive of either a Child Development or Family Relations major or may be used to make a minor. There is a great deal of flexibility for choice of a minor. At present, there is a required core for both Child Development and Family Relations majors. Classes chosen by the student are approved by a graduate committee in terms of the individual's future goals, which should be clearly stated by him. A full-time Oregon State University student may also take courses at no additional cost from the University of Oregon in Eugene, the College of Education in Monmouth, or Portland State University in Portland.

The general orientation of the Family Life Department is to impart an understanding and integration of theory, research, and their application. The entire staff takes a developmental approach in teaching and departmental philosophy, with an emphasis on breadth of subject matter.

One of the main advantages of the program is the faculty's high degree of personal interest in the student and his program. Other advantages are the close personal contact with the faculty; the individuality of programs; the enthusiasm, up-to-date approach, and dynamic qualities of the faculty; and the collection of recent research data within the department. Disadvantages are the limited course offerings of certain courses. There is a need for more practicum opportunities in both areas. There is presently one Child Development practicum class in an excellent pre-school education program. The program will have increased course offerings in Family Relations with the addition of a staff member in Fall, 1973.

Because of a broad program, the degree is well-rounded. The marketability of the degree varies with the total economy, but much depends upon the individual's initiative. The Family Life Department has a file of job openings and a list of jobs obtained by past graduates.

There are three assistantships for teaching in the Child Development nursery schools. Others are available dependent upon funding, and vary from year to year in number granted and type of work.

Faculty:

Mrs. Marian Carlin: child development and parent education. Her personal interest is nursery school education.

Dr. J. Richard Connelly: family relations. Has an interest in marriage and related areas. He has been director of the Gerontology trainees for the development of a program in Gerontology.

Dr. Arthur Gravatt: new for the 1973-74 school year in family relations. He is interested in family relationships and the family and community.

Dr. Mary Massey: director of the Child Development Laboratories. She has a background in infancy and preschool education and teaches child development classes.

Dr. J. Philip O'Neill: strong in research methods. He also teaches child development education and has an interest in preschool education.

Dr. Alan I. Sugawara: child development. Is director of departmental research. He has done research in the development of sex role in young children and is interested in preschool education.

Write: School of Home Economics
Oregon State University
Corvallis, Oregon 97331

PENNSYLVANIA STATE UNIVERSITY

Family Development is one of three emphasis areas (also Individual Development and Human Development Intervention) in the university's Division of Individual and Family Studies and the Division's graduate program, Human Development and Family Studies. The Family Development area concentrates on the interaction between individuals and the social context within which they operate at various periods throughout the life-cycle. Family Development, while concentrating on the family context, includes other non-transitory affectively based groups with which individuals become involved throughout the total life span. Included in these groups are friendships, non-marital heterosexual relationships, adolescent peer groups, kinship networks, and other social arrangements. Specific foci includes the following: (1) Internal Processes of Families and Other Non-Transitory Affectively Based Groups, (2) Individual Development within the Family and Group Context, and (3) Individual and Group Development within the Community Context.

This year the Family Development area will finally end a number of lean years during which it suffered from three major position vacancies. In addition to new

and highly competent blood the Family Development area along with the division as a whole has reformulated its goals, emphases, and directions within the last year. Family Development is shifting from a more traditionally sociological, institutional focus on the family to a more social psychological perspective. As a consequence faculty and students are optimistic that Penn State will reestablish itself as having one of the top programs in the family studies area.

Student morale for the most part is high. Some students and faculty feel justifiably threatened by the recent change of division directors and the accompanying shifts. For example, faculty are being encouraged to do more research and to increase their publication production rate. A more rigorous and demanding graduate program has also evolved with more emphasis in research and methodological competencies.

However, with this change has come a greater emphasis on faculty-student colleagiality: encouraging more joint projects; providing financial support for students to attend conferences, developing research projects, and presenting professional papers; providing student office and laboratory space; facilitating general professional development for a more marketable degree, etc. Similarly, students are being given the opportunity to contribute at all levels of the college and division, from admissions committee to faculty search committee, from curriculum planning to conference planning.

Some fellowships and traineeships are becoming available mostly in the adult development and aging area. Although some students enter the program without assistance, most students are covered for at least a year by a teaching assistantship. An overwhelming majority of Family Development students have assistantships throughout their entire graduate program.

Although there are a minimum number of core courses required, there is no minimum credit requirement for either the master's or doctorate degree and no language requirement. Each individual student has a great deal of influence in shaping his/her program of study. There is a wide choice of topics for theses due to the varied interests of the faculty.

Although the job market in all academic areas is tight, graduates in Family Development have fared relatively well, finding positions mostly in other interdisciplinary university departments, with a few landing positions in Departments of Psychology, Sociology and Social Work. Most of the faculty try very hard to get graduates placed. The division has a good system of relaying job opening announcements to both faculty and students.

Although there are no specific Family Development faculty, those that have identified a special interest in the Family Development area among the Human Development and Family Studies faculty are the following:

Dr. Marcia C. Beppler: teaching in family organization and management. Research on reorganization and managerial accommodations to physical disability. Systems theory applications.

Dr. Rayman W. Bortner: teaching and research in adult development and aging. Research on the interaction of individual functioning and characteristics of environments and situations, developmental change.

Dr. Joseph H. Britton: teaching and research in human development, with children and adults. Research on social-psychological development and change during the adult years and from childhood to adulthood, children's perception of aging.

Dr. Anthony R. D'Augelli: teaching and research on group procedures for promoting interpersonal competence of children and adults. Research on assessment of interpersonal training programs.

Dr. Vladimir deLissovoy: teaching and research in child development and family relationships. Research with young children in naturalistic settings, cognitive development, parent-child relationships, and parent counseling.

Dr. M. Geraldine Gage: teaching and research in family economics. Research on family financial management and economic contributions of family members.

Dr. Stella R. Goldberg: teaching in family relationships and child development. Development and evaluation of programs in family life and in community education involving pre-kindergarten and school-age children, their parents, and other adults.

Dr. Bernard G. Guerney: teaching and research in interpersonal relationships. Research in interpersonal behavior and new forms of psychotherapeutic intervention for children and families.

Dr. Louise F. Guerney: teaching and research in interpersonal relationships and in child development. Research in psychotherapy with children, including filial therapy.

Dr. Janet Harrell: teaching in family economics, family systems. Research application of exchange theory to family relations and decision making.

Ted L. Huston: teaching and research on courtship and family interactions. Research on the social psychology of the initiation and maintenance of heterosexual relationships, and the longitudinal analysis of the role of such factors as physical attractiveness and personality variables in courtship and marriage.

Dr. Marjorie M. Knoll: teaching and research in family economics, family housing and home management.

Dr. Robert Lewis: teaching and research on courtship and family interaction. Research on marital and pre-marital relationship development; transition states in the family life cycle.

Dr. William R. Looft: teaching and research on adolescence, adulthood and aging; history and systems of psychology. Research on interrelationships between cognitive and social functions across the life span, and motivations for stimulation-seeking. Human sexuality and non-marital sexual behavior and attitudes.

Dr. Carl A. Ridley, Jr.: teaching and research in family and premarital relationships. Research on relationships between work and family behavior, heterosexual relationships, cohabitation, heterosexual competence.

Dr. William M. Smith, Jr.: teaching in family, youth, and community development. Research on family roles and on the social-psychology of poverty and of the later years. (Also serves on the faculty of Rural Sociology).

Dr. Graham Spanier: teaching in marital and family relationships. Research in developmental sociology, non-marital and marital sexual behavior.

Write: Human Development and Family Studies Program
Human Development Building
The Pennsylvania State University
University Park, Pennsylvania 16802

PURDUE UNIVERSITY

The Department of Child Development and Family Relations is presently undergoing restructuring which was precipitated by the resignation of the department head as of August 31, 1972. Students should be aware that the nature of the department and program will be somewhat uncertain until such time as a new head has been selected and the restructuring is completed.

M.S. and Ph.D. degrees are offered at Child Development and Family Relations. Although the department currently offers both the thesis and non-thesis (project) option for the M.S., there is growing enthusiasm on the part of the faculty to offer a non-thesis, non-project M.S. The department does not require knowledge of a foreign language for the Ph.D. The M.S. involves a minimum of 33 credit hours currently:

12 hours of required courses (research methods, principles and processes underlying behavioral growth and development, and professional development and personal values).
6 hours (minimum) of thesis.
15 hours (maximum) of electives.

The Ph.D. programs in the department have a very small core of required subjects with the bulk of the Plan of Study being tailor-made by the student and his major professor:

3 hours of developmental theory assessment and construction.
9 hours of post-Master's advanced study in research-related tools.

Completion of the Master's degree at Child Development and Family Relations does NOT lead to automatic admission into the Ph.D. program. An application and three letters of recommendation from faculty members, one of whom will be the major professor, must be submitted to the Child Development and Family Relations Graduate Committee.

Throughout residency, in addition to formal course work, each student is encouraged to seek training experiences, the nature of which will vary from term to term and will be related to the students' particular interests and goals. Research, instruction, and professional service on and off campus can be included. Such experiences are to be supervised by a member of the faculty or a member of the staff or a cooperating agency. All students are expected to satisfy this requirement, even though there may be no remuneration.

ADMISSIONS

No one kind of undergraduate preparation is essential to admission for graduate study in Child Development and Family Relations, although background in the

behavioral and biological sciences is highly desirable. It should be noted that while an undergraduate average of B or better and high GRE scores are highly desirable, applicants have been admitted who have shown promise even if they did not have exceptional grades or exam scores. The inclusion of "good" research papers has also been helpful. The student is advised to look at particular faculty members and their respective interests carefully as the current admission policy is to have faculty members review all applications and pick the 3 or 4 students they want to work with and admit them.

Students come from a multitude of disciplines including psychology, sociology, theology, philosophy, education, home economics, history, and english. The program is optimally suited for the student who works best in an unstructured and self-directed environment. The student receives a minimum of guidance and must make his or her own decisions in tailor-making an individual program. Between 20-30 students are being admitted each year with about 125 applications being received.

AVAILABILITY OF FELLOWSHIPS AND ASSISTANTSHIPS

Fellowships are non-existant. Availability of research and teaching assistantships is limited. From the departmental budget there are the equivalent of 15 quarter-time assistantships, (four of these constitute 2 half-time nursery school positions). Additional assistantships depend on salary savings when professors of the department receive government grants. Assistantships, once granted, have usually been guaranteed for 2 years with extensions possible for the Ph.D. Some students have been discontent with their awards because they were given assignments which did not parallel their interests. Very few research assistantships are available--none in family development. Selection criterion is unclear, although departmental needs are indicators.

MORALE OF THE STUDENTS

The department, being as small as it is, could allow for a close community of people. However, the students are not a close knit body as has been more true in the past, and many curricular and extra-curricular activities have fallen by the wayside. The morale at the present time is low while anticipating the outcome of the departmental reorganization. The more recently admitted students are also less enthusiastic about the department as a whole than are the "more seasoned" students (it seems to focus on the flexibility--or lack of direction and structure as some say).

ADVANTAGES OF THE PROGRAM

1. The flexibility allowed students in designing their plans of study, including freedom to pick and choose from courses in departments other than Child Development and Family Relations.
2. The ability to construct a plan of study meeting individual desires and goals even though these vary considerably among students.
3. The coexistence and mutual availability of training in both applied/professional fields and academic/research areas.
4. The ability to tailor a Ph.D. program to include a significant amount of professional training.

DISADVANTAGES OF THE PROGRAM

1. To a certain degree, the collection of a number of different disciplines, faculty interests, and programs is thought to be too eclectic. The gist of this seems to be that education and training were not harmed or stifled, but that some degree of integration would be beneficial. It is almost as if the current eclectic state communicates a sense of identity diffusion.
2. It is questionable whether the program is truly multi-disciplinary since there is little interchange among our diversified faculty. Students have initiated links between areas however.
3. Many students are disappointed that the marriage counseling program isn't better established. Marriage counseling is very limited in scope and facilities and the student is not advised to come here for such training per se.
4. Expansion is needed in the full life span approach. Little attention has been given to adulthood and or aging although some overtures are being made. This expansion would only be possible with an increased faculty or more interdepartmental cooperation.

A SUGGESTION

Subjective responses by students regarding the department are as varied as the number of students queried. It is strongly suggested that any student seriously considering Child Development and Family Relations at Purdue University come here and see what is offered. Talk to us, look us over, and pinch us--and see what happens. There are few middle-of-the-road types here--you will probably either love it or leave it.

MARKETABILITY OF THE DEGREE

Nearly all of our graduates have found positions matching their interests and skills as well as their expectations. Faculty have been quite helpful and willing to be of such assistance as they are able.

FACULTY MEMBERS IN FAMILY RELATIONS

Dr. Wallace Denton--Associate Professor; Director of Marriage Counseling Center: parent education, family life education, religious development of children, marriage counseling and training, marriage enrichment programs, problems of military and pastoral families.

Dr. Richard K. Kerckhoff--Professor: investigations of family life education and sex education as a profession, evaluation of family life education, value positions of teachers and students in family life education, marriage roles, role expectations and interactions.

Dr. William E. Martin--Professor; immediate past department head: developmental studies of personality and social behavior; antecedents, correlates, and consequences; analysis of family structure and function, empirical tests of developmental theories, sex differences, continuity and stability in behavior and personality development.

Dr. Charles Riker--Associate Professor: the role of affect in human development, marriage education, implications for communication and conflict resolution in working groups, large and small.

Dr. William Taylor--Assistant Professor: studies of family ecology, mathematical descriptive systems of groups, marriage typologies, new family life styles, clinical assessment of children.

Write: Department of Child Development and Family Life
Purdue University
Lafayetee, Indiana 47907

SYRACUSE UNIVERSITY

Graduate-level study of the family is offered through the Department of Child and Family Studies in the College of Human Development. Both Master's and Ph.D. degree programs are available. At the master's degree level, th e student may pursue either of two programs: child and family studies or marriage and family counseling. In the former program, the student selects to emphasize either early childhood education, child development, or family studies. It would appear that only a small proportion of the family oriented students pursue the family studies route. The master's degree program in marriage and family counseling requires

about two years of study. This program demands an extensive practicum experience while the family studies program requires a thesis or project. The Ph.D. degree is given in child and family studies and it can include both academic and experiential study of marriage and the family.

The majority of students would appear to be attached to the counseling program in the department. The program tends to draw those already employed to some degree in the field (clergy, social workers, guidance counselors, etc.) and seeks to improve their skills. Emphasis in the treatment process is in the personal psychodynamics of the clients and behavior modification in the latter stages. In addition, courses in child development, personality growth and development, family systems, human sexuality, etc. broaden the student's perspective regarding counseling intervention. Most courses are offered within the department but some courses are taught in the Department of Counseling Psychology as well. Family counseling training is generally weak, despite its name in the program title. None of the faculty are really strongly interested in or knowledgeable about this area. There is some indication that these skills are being developed, however.

The morale of the students in the above programs is generally quite high. This results largely from the high degree of encouraged interaction among the students, the small size of classes and the fact that course programs allow a great deal of flexibility. Students can design their own program as long as they have a good rationale, faculty approval, and meet the minimum requirements. Courses can be selected from throughout the university to support this program. For example, teaching and research skills are not strongly emphasized in the department and probably have to be taken outside by the student with these interests.

Student funding is quite sparse. Fellowships are practically non-existant and assistantships are difficult to come by but are available.

The faculty are generally available but not particularly aggressive or challenging in their advisement roles. They maintain an attitude of interest and meeting times can be arranged but the student will have to initiate interest. In the job market, the student will have to do most of the work to sell himself (or develop his own practice) but the faculty have been helpful in writing reference letters. The marketability of the master's degree in counseling has another problem that is only recently being overcome--that of identification. Graduates with the M.S.W. degree tend to be more identified with counseling than graduates of their program. Nevertheless, all students in the past have been placed or have returned to their previous positions and a positive attitude seems to be maintained among these graduates toward the program.

Write: College for Human Development
Syracuse University
744 Ostrom Avenue
Syracuse, New York 13210

UNIVERSITY OF ALBERTA

The graduate program (Master's) in Family Studies began in Fall, 1971. It is offered within the School of Household Economics but the emphasis is on a multi-disciplinary approach. Courses offered by the Family Studies division at the graduate level include a seminar in Human Sexuality, a seminar in Family Life Education, and two Independent Studies. Courses are also available at the undergraduate level. Other departments offer courses that are relevant to the Family Studies program. Of particular interest are Sociology, Psychology, Educational Psychology, and Early Childhood Education.

The program is flexible and may be shaped to meet individual needs and interests. Generally the Master's program takes two years to complete. A qualifying year may be required depending on undergraduate training. There is a basic core of a senior seminar, statistics, and a thesis. Also, written comprehensive exams are required. The comprehensives involve three major written questions, with the possibility of an oral exam afterwards. The form this actually takes is tending to differ from student to student. The questions are supposedly aimed at integrating the individual student's main areas of interest.

The main orientation of the graduate program is research and teaching with no counseling component as such. Because Family Studies is an interdisciplinary program, it is possible to take courses in individual and group counseling through the Educational Psychology Department in the Faculty of Education, although at this time no family counseling is offered. Research and family theory are offered through the Sociology Department and they are not developing a specialization in the area of the family. Family Life Education is only considered in a limited way within Family Studies as teaching certification is a necessary component for those wishing to teach in schools.

The faculty are generally available although their work loads are heavy. At present there are three full-time faculty members and two sessional instructors. However, an additional appointment may be made this coming term. The size of staff does limit the number of graduate students that may be accepted.

Graduate students have been included at all regular division meetings and have been able to provide input although specific decisions are made by the staff members.

The morale of the students is in question at present. There is limited opportunity for interaction since not all graduate students attend any one seminar. Also, the various schedules tend to have few times, if any, when all students can get together. As yet, no attempt has been made to organize regular meetings of all graduate students in Family Studies.

Few assistantships are available, particularly now that the university budget is limited. Type of service includes teaching and marking assignments, some limited research, and preparing library bibliographies. The official requirement is 12 hours of service per week. Often students work for two or sometimes three professors and the work involves more time. Classloads are limited to 12 hours a week. Intersession bursaries are also difficult to obtain. Although there are no specific scholarships or fellowships for Family Studies, students are eligible for general university awards.

Marketability of the degree is an unknown factor at the present time as no students have completed their degree. Teaching at the university level, working with social agencies, or teaching at high school level (providing requirements for teacher certification have been met previously) are all possibilities. Faculty assistance in job hunting consists at this time of passing on notification of job openings, usually at the university level. These appear to be few at present in Canada.

Generally, because the program is new, it is flexible and allows the student to be involved in the planning. However, this is a disadvantage when requirements are ambiguous. The multidisciplinary nature of the program provides a valuable learning experience. The main problem at present is lack of financial aid.

Faculty:

Dr. Dianne K. Kieren, Chairman: Family Studies Division

Doris R. Badir, M.Sc., Assistant Professor

Dr. Wesley J. Adams, Associate Professor

Write: School of Household Economics
University of Alberta
Edmonton
Alberta, Canada

UNIVERSITY OF ARIZONA

Those students who desire pursuing a degree in the family relations area at the University of Arizona will probably opt for the Master of Science degree through the Division of Child Development and Family Relations in the School of Home Economics. Work at the doctoral level is not available in the School of Home Economics. The School of Education offers degrees at both the master and doctoral level in the area of family counseling. A number of doctoral candidates in this area minor in family relations through the School of Home Economics.

The individual interested in pursuing the counseling field either on the master or doctoral level would probably do better to major in counseling and guidance through the School of Education with a minor in family relations.

The Master's degree program in the School of Home Economics requires a minimum of 30 semester units of graduate work, excluding the thesis. At least 20 of these units must be in the major field of study. The student may choose the remaining courses. The thesis usually accounts for four semester hours of credit. A thesis, a written examination, and an oral examination are all required.

The high student enthusiasm is exemplified by attendance at lectures, conferences and participation in community programs.

Although faculty members are understandably busy and at times difficult to arrange appointments with, they are all very cooperative and very willing to assist or talk with graduate students. Orientation toward teaching, research and counseling seems to be pretty well balanced.

Most of the students in the Child Development and Family Relations Division who have needed jobs have found some sort of position. However, most of the community jobs are in the child development area. About one third of the child development and family relations graduate majors are employed through the university in research or teaching assistantships. The student who is serious about finding a position should talk with other students as well as with each faculty member and particularly with the Division Head concerning job possibilities.

Although it may not be in the geographical area of first or second choice, most graduates are placed in either high school or higher education teaching positions.

Faculty:

Dr. Victor A. Christopherson, Professor, Child Development and Family Relations; Family Relations Specialist, Agricultural Experimental Station. Areas of research include medical sociology, rural development, culture and personality.

Dr. James R. Hine, Associate Professor, Child Development and Family Relations. Areas of research and publication: marriage, the family, marriage and family counseling.

Dr. Jean R. Kearns--areas of research: child rearing practices, gerontology, women's roles.

Dr. Nylda Lopez, Assistant Professor Child Development and Family Relations. Areas of research: human development, and the Spanish speaking population.

Mrs. Jean Dees, Assistant Professor of Child Development. Director of the pre-school laboratory.

Charles W. Martin, Specialist in Child Development and Family Relations, Home Economics Extension.

Ron Bedard, Instructor, Child Development and Family Relations.

Write: Division of Child Development and Family Relations
University of Arizona
Tucson, Arizona 85721

UNIVERSITY OF CONNECTICUT

The Child Development and Family Relations Department is part of the School of Home Economics and offers an M.A. in Child Development and Family Relations with two plans available. These include: Plan A - at least 15 graduate semester credit hours plus a thesis; and Plan B - at least 24 graduate semester credit hours plus a major paper. Written and oral comprehensive exams are included in both of these programs as part of the requirements for the M.A. degree.

Currently there is not a Ph.D. program in Child Development and Family Relations, but several staff members are working toward including this offering in the near future. There is available a joint Ph.D. program combining course work in the areas of Child Development and Family Relations and Education--the Family Life Education program.

In both programs, on the master's level or Ph.D. Family Life Education program, the course plan is extremely flexible and the student may mold it to suit his own needs under the guidance of his three committee members. The only requirements are basic courses in Child Development Theory and Family Theory. Students are encouraged to seek further enrichment of their course program through related coursework in other departments. The flexibility of the program is one of the greatest assets the department has to offer.

Another tremendous asset is the attitude of the faculty toward their students. They make time available to the student for conferences on work related to their own area or work that they may share an interest in with the student. The faculty is most willing to make their expertise available to the student, and encourage taking advantage of it. There is a close relationship between students and faculty. The department faculty and staff strive to create a friendly and warm atmosphere. The approach is a humanistic one.

Morale is quite good among the students. Students are represented on all faculty committees within the department and their opinions are seriously considered and studied for future departmental changes that increase the value of the program.

The basic orientation of the department is theoretical. The M.A. program offers excellent preparation for further study, but it is debatable as to how marketable the degree is at present with state funds currently frozen by state government austerity program (as is the rest of the university) and the current job market. Frequently, students return to former work positions but are better prepared to do the job. The degree in Family Life Education appears to be much more marketable.

Students are apparently selected from many different backgrounds, psychology to education. Many of the incoming graduate students have had work experience in teaching, day care, counseling, etc., but students just completing their Bachelors Degree are also readily accepted if they meet the department and graduate school requirements. Approximately 35 new graduate students were admitted this past year in the Masters program, as well as two graduate students in the Ph.D. Family Life Education program.

Faculty training and backgrounds vary widely which allows for good representation from a variety of disciplines. Many faculty members, perhaps most, have community involvements in their respective fields and are able to draw upon and use this in seminars and as a practical method of utilizing the theoretical aspects of the preparedness. Thus, an interdisciplinary approach is offered which emphasizes teaching, research, guidance, or community service.

Regular meetings and colloquies are held for Child Development and Family Relations graduate students in a variety of interest areas to acquaint students within the department with current research and theoretical models within specified areas of academia. For students that are able to participate, this adds still another factor to their preparation within the field.

The building in which the department operates is specifically designed for Child Development and Family Relations. Referred to as the Human Development Center, the building opened in the summer of 1971 and contains virtually limitless facilities for child care programs, laboratory space for research projects, library, experiment rooms, counseling rooms with one way mirrors for study and observations.

Research and teaching assistantships are available, but few in number and are given for one year as a rule. The amounts awarded are: $2760 - 9 mos. and $3680 - 12 mos. This requires approximately 16-20 hours of work per week on a faculty member's research; assisting in the preschool; or aid in teaching large courses for undergraduates. The problem again is the squeeze on state funds. Several of the students have work/study or NDEA loans and the department is very helpful in aiding the student to obtain these financial assists. There are also Connecticut State Scholarship grants available for Connecticut residents. Financial aid is available through the Financial Aid Office to some degree for students who need it.

Housing is available in graduate dorms or apartments and houses in the area may be rented. There is no provision for married students in campus housing unless they qualify for a research or teaching assistantship and even then there is quite a waiting list. This type of housing is also and primarily made available to incoming faculty. For more information contact the Housing Office at Box U-22. The Resident Student Affairs Office, Box U-49, offers several positions as Resident Assistants in the dorms and pay includes room and board, plus university fees excluding tuition.

Faculty:

Dr. David Corsini, Child Development (own preparation and orientation), Head of preschool: Interested in handicapped - preschool, research-cognitive

development, memory development.

Dr. Albert Dreyer, Child Development, Psychology: Research in child's socialization processes, personality development.

Dr. Art Constantini, Child Development: Learning theories, research, development of response inhibition in children.

Dr. Fred Humphrey, Marriage Counseling: Interested in sexual and marital adjustment, human sexuality, birth control, Vice President of New England chapter of Planned Parenthood, private practice in marriage counseling.

Clyde Jones, Art Education: Creative abilities in young children, preschool staff.

Duwayne Keller, Developmental/Clinical Psychology: Child development (personality and intellectual development), research.

Larry Land, Family Life Education: Marriage, family, change in family.

Eleanore Luckey, Psychology: National traveler and speaker, teaches one course (Sensitivity Training), 1971-72 president of National Council on Family Relations, active in 1970 White House Conference on Children, well-published in 1960's--marital satisfaction, marriage counseling, family life education, parent-child relations.

Walt McIntire, Counseling: Child counseling in schools, personality, counseling theory.

Gilbert Nass, Sociology, Psychology: Research theory, role theory and family interaction.

Paul Nuttall, Human Development and Family Relations: Extension service-sexual behavior and attitudes, parent-child, family-community interaction.

Marie Peters, Sociology: Black families.

Gene Thomas, Developmental Social Psychology: Research in "generation gap", adolescence, parent-child communications.

Vincent Ward: Head instructor of the pre-school, interests in early childhood.

Write: Dr. Albert Dreyer, Acting Head
Department of Child Development and Family Relations
Box U-117
University of Connecticut
Storrs, Connecticut 06268

UNIVERSITY OF FLORIDA

The Department of Sociology offers Master's and Ph.D. degrees with a major area in the family. Admission to the Master's program requires at least 36 quarter hours credit to undergraduate study in the social sciences including 18 quarter hour credits in sociology.

Master's students are required to choose a committee by the second quarter of enrollment. The committee is to consist of a chairman, another department member and if an out-of-department minor is taken, a representative of that department must be added to the committee. A thesis is required on which the student gives oral defense.

For the Ph.D. degree, written diagnostic exams in sociological theory, research methods (including statistics) and general sociology are required of all Ph.D. students. In-coming students must take the exam the first time it is offered after their arrival on campus. University of Florida Master's degree candidates who expect to continue toward a Ph.D. degree must take the exam after completing 36 hours of course work for the Master's degree. As with the Master's degree, the student is required to choose a committee by the end of the second quarter of enrollment. The committee must consist of a chairman, three other departmental members and an out-of-department member. An out-of-department minor is optional. All Ph.D. students must write qualifying exams in five areas including sociological theory, research methods (including statistics) and general sociology. One of the areas can be the minor; otherwise, all five areas will be in sociology. There is also an oral exam at this time and an oral defense of the dissertation.

The faculty, within limits, make a conscious effort to make themselves available for conferences with students on both formal and informal levels. This is an index of the good working relationship that exists between faculty and students. The general orientation of the program is toward theory and research as opposed to counseling or teaching. The department allows students the prerogative of tailoring their plans of study with existing courses to meet individual needs. Moreover, avenues exist through which students can complement existing coursework in order to accomodate specific interests.

There are two basic types of assistantships available, research and teaching. During the 1972-73 school year approximately twenty assistantships were extended to graduate students. Of these, approximately sixty percent were classified as teaching assistantships. The average one-third time, nine month stipend pays approximately $2574.00.

Upon completion of the program, graduates have been able to secure positions easily in many colleges and universities in the United States and Canada. Each year, large numbers of unsolicited positions are received by the Department of Sociology. Our faculty takes an active role in seeking suitable positions for its graduates. The personalized approach is preferred to the impersonal techniques one usually encounters in College Placement Offices.

There are several faculty members who possess national reputations through their research publications and professional activities. A personal interest is taken by faculty members in graduate students and their progress. There is a strong emphasis placed on becoming a professional family sociologist. Students have a viable voice in determining departmental policies. Ample funds are available for computer time for graduate student research.

Due to the large student demand for courses in sociology, class sizes tend to be large in 500 level courses.

Faculty (Partial Listing):

Dr. Ruth E. Albrecht: Comparative Family Systems, Gerontology, Historical Approach to Family Systems.

Dr. Mary Anna Baden: Development of Feminine Personality.

Dr. Felix M. Berardo: Family Theory, Kinship, Death and Survivorship.

Dr. E. Wilbur Bock: Comparative Studies of Premarital Sex, Extended Family Kinship Networks.

Dr. Grace Henderson: Sex Role Definitions Among Minority Groups.

Dr. Gerald R. Leslie: Chairman, Department of Sociology; Generational Role Changes in the American Family, Comparative Family Systems.

Write: Department of Sociology
University of Florida
Gainesville, Florida 32601

UNIVERSITY OF IOWA

The family program in the Department of Sociology is relatively broad, almost to the point of total flexibility. That is good in that the student can pretty much write his or her own ticket. It's bad because there is no sequence to turn out a particular kind of product that could be called typical as a graduate of the University of Iowa's family program. There will be some pressure to take courses out of the department (say, in Anthropology), but the pressure is informal, and if the student is adept at whining about the problems in not achieving some focus in his studies, the pressure will subside as quickly as it began.

The faculty in this department are extremely helpful; they are excellent scholars (in the old sense of being men of ideas) and are adept not only with respect to literature and research within the area of the family but just about anything else you might find yourself curious about. They are highly polished in statistics, methods and theory. The faculty here are approachable and honestly concerned about being useful.

Emphasis seems first to be placed upon the student's ability to conduct successful research; teaching is a concern that is secondary in importance, and there is virtually no concern for teaching counseling in the department.

The marketability of University of Iowa degrees is high (so I'm told). Faculty are very helpful in placing one in a teaching (or other) position.

Write: Department of Sociology
The University of Iowa
Iowa City, Iowa 52240

UNIVERSITY OF KENTUCKY

The Department of Human Development and Family Relations is one of five departments in the College of Home Economics at the University of Kentucky offering a graduate program at the Master's degree level. At the present time the Human Development and Family Relations curriculum consists of sixteen Master's level courses which focus on Child and Adolescent Development, Family Theory and Dynamics, Early Childhood Programs, and Woman in Contemporary Society. Departmental facilities include an Early Childhood Laboratory which provides nursery school and kindergarten programs for three, four, and five year olds, and which is used for graduate student teaching.

At the present time the department has three graduate assistantships available on a regular basis in addition to other assistantships connected with research grants.

Master's degree requirements in this area include the completion of twenty-four semester credit hours in addition to a Master's thesis, or completion of thirty-six semester credit hours without a thesis. There is no language requirement, and each program is designed to meet individual interests and needs.

Write: Dr. David C. Payne, Chairman
Human Development and Family Relations
College of Home Economics
643 Maxwelton Court
Lexington, Kentucky 40508

EDITOR'S NOTE: There are also family courses offered in the Department of Sociology. Contact Dr. William F. Kenkel, Department of Sociology, The University of Kentucky, Lexington, Kentucky 40506.

UNIVERSITY OF MARYLAND

The Department of Family and Community Development, within the College of Human Ecology, at the College Park campus of this university, is now four years old. As with any four-year-old, the department has experienced some "growing pains". To begin with, in 1971 a revised graduate program leading to the Master of Science degree in Family and Community Development was presented to the university for approval. This program should be implemented beginning the fall semester, 1973. The only qualification is in the area of Family Studies which is currently oriented towards interpersonal family dynamics. This is in contrast to the revised program with its focus on developmental and intergenerational aspects of family living. The department offers only the Master's degree at this time.

The revised graduate program is directed toward training professionals who are prepared to develop and direct a variety of programs and services that are both family-oriented and community based. To these ends, the proposed program has instituted four essential changes.

1. Courses have been revised and added that reflect a more applied focus and deal more directly with issues of relevance to all types of families with our society.

2. A more integrated practicum experience has been developed which will enable students to work more directly with families and community agencies.

3. A non-thesis option has been introduced which permits more extensive field experience in lieu of the research thesis; consequently, it places less emphasis on research skills and places more attention on the application of research findings to actual problems. This is not to say that the thesis option has been downgraded. It is still seen as the primary choice for those students wishing to enter a Ph.D. program.

4. Three areas of emphasis have been delineated in lieu of one general departmental program. These three more focused programs are Family Studies, Community Studies, and Management and Consumer Studies. The Family Studies course program stresses a working knowledge of the growth of individuals throughout the life span with particular emphasis on intergenerational aspects of family living. It examines the pluralistic family forms and life styles within our post-technological complex society and the development of the individual within the family within the community.

This option trains individuals to work in such occupations as day care specialists, family counseling associates, mental health team rembers, welfare and rehabilitation counselors, and family life educator and family research associate.

No single undergraduate preparation is essential for admission to graduate study in the Department of Family and Community Development, although background in the areas of sociology, psychology, as well as biological sciences, is very desirable. All applicants are required to take the aptitude test section of the Graduate Record Examination. Generally, an overall grade-point-average of 3.0 (on a 4.0 system) is necessary for admission. Any GPA lower than a 3.0 will place an applicant in a "provisional student" status for one semester, or until one has completed nine hours of graduate level course work with a "B" or better average. To function maximally in this department, it is best if one knows how to work in an unstructured environment. He/she will receive a minimum of curricular guidance which means one will be able, in large part, to make his/her own decisions about program content.

The department is small, but the sense of community is large. This is where successes begin. For the Spring semester, 1973, 51 graduate students were registered with the department, 20% being full-time; six were highly visible on a day-to-day basis (primarily graduate assistants). This makes for a very close feeling of camaraderie among those actively involved in the affairs of the department. (We also consider ourselves, generally, more together as a unit than the faculty, and have so far avoided being swallowed up by the system.)

Fellowships are available through the university only; there are no departmental fellowships, which means that one's chances for a fellowship are slim, since the overall competition is great.

There are three teaching assistantships in the department; two work primarily within the department, while the other assistant is a resident in the Home Management Center, assisting with the resident Home Management students. Departmental assistantships have been filled for the Fall, 1973. Applications are generally reviewed early in the Spring for the coming academic year.

Faculty availability and concern, we feel, is generally very good, although it is necessary, in most cases, to have an appointment. The department faculty does not offer much direct help in job placement, although announcements are posted as received.

One of the most exciting aspects of the department is the development of The Center for Family and Community Studies. Various research projects, studies, and programs are scheduled to be conducted through this facility. The center is still so new that it would be unfair to speculate on any of the new programs.

The development of a "Generic Skills" concept in course content is under way. Graduate students in the department are afforded an excellent opportunity to contribute input concerning departmental functioning, although few do.

Regarding the College Park, Maryland and the Metro-Washington, D.C. area, if you like high prices (gas, food, rent, housing, clothes, beer, etc.) you will love it. If it weren't for the advantage of being in the center of governmental, cultural, medical, and historical surroundings, this place would be a real disaster.

Downtown Washington is only minutes from the campus, with all the places you may have dreamed of seeing. The air is a little thick at times, not too surprising considering the hundreds of thousands of cars, trucks, and busses that clog the roads in the area. Overall, it's still beautiful and offers many chances for various leisure activities.

The University of Maryland is a commuter campus. A car or a bike is a must. There are many major highways, and three airports within an hour from the campus. Local mass-transit is chaotic at best, but the campus now has an intracampus shuttle-bus system for the campus residents and students.

Faculty:

Dr. Marjory Brooks: Dean

Dr. Ned L. Gaylin: Chairman; Children, youth, human ecology

Dr. Leda A. Wilson: Family Life

Dr. Charlotte V. Churaman: Consumer interests

Dr. Noel Myricks: Community-Consumer Advocate

Dr. Roger H. Rubin: Low-income life styles and Community Ecosystem

Dr. E. James Lieberman: Lecturer

Dr. Louise Lemmon: Education

Dr. Andrew Greenswald: Family Law

Dr. Elizabeth Brabble: Professional Seminar

Martha Garrison, M.S.: Family Finance

Ruth Orvedal, M.S.: Home Management

Julia Miller, M.S.: Education

Mary Mel O'dowd, M.S.: Children and Youth

Write: The Department of Family and Community Development
College of Human Ecology
The University of Maryland
College Park, Maryland 20742

THE UNIVERSITY OF MINNESOTA

The brochure of the Minnesota Family Study Center notes: "the depth of offerings in the family area at the University of Minnesota would be hard to match at any other university in the country." Although a rather partisan statement, this may well be true.

It is also true that the existence of these courses in diverse departments, schools, and programs, and their overlap, bewilders the veteran as well as the

neophyte graduate student. Family related graduate courses exist in the departments of Sociology, Anthropology, History, Economics, Home Economics, and Family Social Science; also in several departments of Psychology and Education, as well as the Law School, Medical School, School of Social Work, and the Institute of Child Development.

Currently, however, only two integrated graduate programs with emphasis on the family are functioning: Family Sociology and Family Social Science. The program of the Institute of Child Development, with its excellent courses in academic child psychology, is not strictly speaking a family program since its emphasis is on the individual child.

Family Sociology

A group of well-known family sociologists are found in the University's Department of Sociology. Students applying to the department should realize that they will be trained as sociologists first, and as family scholars second. All the requirements of the Sociology Department must be met. Masters and/or doctoral exams must be passed in methods and statistics, theory, formal organization, and social psychology, in addition to the specialty, family sociology. There is a strong emphasis, then, on broad sociological training and rigorous research preparation. Depending on one's background, general sociological study may constitute the bulk of a student's first two years of doctoral work. For specific sociology requirements write the Department of Sociology, 1109 Social Science Tower, The University of Minnesota, Minneapolis, Minnesota 55455. Ask for the "Guide for Graduate Study" which lists course suggestions and requirements for both the M.A. and Ph.D. programs. Up to now, deficiencies in background have not kept promising students out, although there is some evidence that the department is now tightening up. It is reported not to be accepting students without statistics training and prefers those with a calculus background as well. In short, quantitative skills demands are becoming increasingly rigorous.

Most family sociology students at Minnesota are doctoral candidates. The highly competitive Family Sociology Traineeships have been awarded to the most promising candidates. Trainees often get teaching assistantships in the undergraduate sociology statistics and methods courses, as well as other teaching and paid research slots. Trainees are supposed to give the department ten hours per week of research assistant time, but some count their own research as the fulfillment of this requirement. One major caution: in recent months all sources of financial support, especially from Federal Government funding, have become less dependable. Interested students are advised to check with the department for current information.

Family sociology students not receiving Traineeships are almost always given half-time teaching or research assistantships requiring twenty hours per week of service. These range from approximately $3300 to $4200 per academic year (nine months appointment). Research grants fund the R.A. slots.

Students debate the degree of flexibility in the family sociology program, but the system is bendable. Language requirements can be lessened with substitutes. People with applied interests, such as marriage counseling, have been able to work these into their programs as a "supporting field." While most students are preparing for academic research positions, some excellent "applied interests" scholars have come out of the program in recent years. In future years, students with more applied interests will probably be increasingly turning to Family Social Science (see below).

Graduates have a very marketable degree since they can go into both "straight" sociology departments as well as interdisciplinary family departments. In spite of the economic crunch, all graduates to date have been placed. The holders of the Family Sociology Traineeships have been especially successful. Aside from the usual bitching, the morale is fairly high among the students and they recognize they are part of a fine program.

The family sociology faculty includes Reuben Hill (family theory and population), Ira Reiss (deviance and the family), Irving Tallman (small groups and the family), Joan Aldous (parenthood, family development, family and creativity), and Arthur Johnson (religion and family). The faculty is very accessible.

For more information about the family program write Dr. Ira Reiss, Minnesota Family Study Center, 1014 Social Science Tower, University of Minnesota, Minneapolis, Minnesota 55455.

Family Social Science

This is a multi-disciplinary program offering training with a focus on the family *per se* rather than on a traditional academic discipline. One might say the department seeks to produce "familyologists." Students in this department generally have more applied interests than those in Family Sociology. There is a growing tendency for students to be interested in and involved with applied family research.

The department has several faculty members with national reputations. It is located within the College of Home Economics on the St. Paul campus. Graduate students take family courses within the department or related courses in other departments, but have no requirements involving home economics courses outside the family field.

Family Social Science is a relatively new program whose student body has been growing steadily since Dr. Richard Hey became chairman in 1970. He sees the program moving in the direction of turning out three kinds of family specialists: (1) marriage and family interventionists such as counselors, (2) applied family researchers, and (3) family educators. Students generally are expected to combine two or all three aspects in their program of study. As the program has been developing there is an increasing emphasis on students with an interest in applied research. Students who want solely to be counselors are discouraged from applying.

Currently the department does not offer enough courses itself to constitute a major in the area. Students have a "getting in on the ground floor feeling" and this may engender a sense of insecurity in those with a need for structure. Students supplement Family Social Science courses by drawing upon the more than ample supply of related courses in the university. For example, those interested in marriage counseling take Dr. Gerhard Neubeck's three quarter marriage counseling seminar, and field placement in the Department of Psychology. Graduate students also draw heavily on Family Sociology offerings. In general, sociology, psychology, and anthropology are the disciplines most often accomodating Family Social Science students. There are no language requirements, but most Ph.D. candidates take at least three courses in statistics and two courses in methods. It is anticipated that methodological training will become increasingly rigorous.

Training opportunities in marriage and family education are available through involvement in a seminar on teaching, and a practicum in teaching undergraduate courses in dating, courtship, marriage, and parenthood. Upon completion of the practicum graduate students are eligible for teaching assistant and teaching associate positions which are a major means of financial support.

The department offers no fellowships. There are a number of T.A. and R.A. positions available each year. The salaries for these range from $3300 through $4200 depending on the rank. Opportunities for teaching during the summer session and extension division evening classes can increase this amount. Most of the financial support, since it is limited, is made available to students who have completed their first year of graduate study, with preference given to doctoral students. As departmental involvement in research develops there will hopefully be an increasing number of research assistantships available.

It is difficult to say just how marketable the Family Social Science degree will be since the program (under the current chairman) is relatively young and has not yet awarded any Ph.D. degrees. As the interest in the family increases and applied departments expand the prospects are quite promising. Students who wish to teach at the college or university level will be bound for other multi- or interdisciplinary family departments.

Whether the lack of a professional degree such as a M.S.W. or of a disciplinary identification such as Sociology or Psychology will have a bearing on your future plans is something you should consider before entering the department. You should also ask yourself how you would react to a program that has little formal structure. Morale is quite high among students who both thrive on the freedom afforded by the department and who are deeply committed to the family.

The full time faculty who advise graduate students are Richard Hey (family life education and marriage counseling), Paul Rosenblatt (cross cultural research, experimental social psychology), Gerhard Neubeck (marriage counseling, marital interaction, and sexual behavior), and David Olson (marriage and family interaction, counseling, and research; communication; family power). Other senior faculty are being hired as the program is expanding. The faculty is very accessible to students, and in most cases the relationship between faculty and graduate students is collegial. The departmental address is: Department of Family Social Science, 111 Old Horticulture Building, University of Minnesota, St. Paul, Minnesota 55101.

Two new faculty members to begin Fall 1973: Paula Berry, public policy and the family, social welfare and Sheila Henry, cross-cultural study of the family.

The Family Study Center

The non-degree granting Minnesota Family Study Center seeks both to stimulate and coordinate family related programs in the university. Over the years it has become increasingly defined as an arm of the Sociology Department. The Center procures research grants, administers the Family Sociology Traineeship grant, and maintains a reknown Inventory of Published Research in Marriage and the Family. The Center does, however, maintain an independent status and promotes some activities in other disciplines. The director is Dr. Ira Reiss. Although it is somewhat dated, the Center published a helpful booklet, "Minnesota Family Study Center: A Graduate Research and Training Facility." Write the Center at 1014 Social Science Tower, University of Minnesota, Minneapolis, Minnesota 55455. (NOTE: only full-time faculty who advise graduate students are noted in this report. Write the relevant departments for a full list.)

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Department of Child Development and Family Relations:
Degrees: Master of Science
Master of Science in Home Economics
Master of Education
Doctor of Philosophy

The orientation is reported to be functional, with research playing an increasingly supportive role.

Students in the program represent varied backgrounds: psychology, sociology, education, pastoral ministry, psychiatric social work, and others, which adds a great deal to student interaction and the learning one derives from exposure to these disciplines.

A limited number of fellowships and assistantships are available.

The faculty and course offerings are slightly in favor of Child Development. Dr. Klemer's untimely death left a major gap in Family Relations.

The Child Development program offers the advantage of a pre-school program enrolling 2, 3, and 4 year olds which serves as a laboratory.

Dr. Keister's Demonstration Nursery Center also provides opportunity for observation. The Center is also involved in some very interesting research.

Family Relations sponsors a program for young parents: mothers who had to drop out of high school are given the opportunity to finish and participate in co-operative child care for their infants.

So far the degree has been quite marketable, although the opportunities are greater in Child Development than in straight Family Relations.

The university has strong Psychology, Sociology, and Education Departments (and schools) for minor concentrations.

The program is fairly flexible, though, due to the influence of Home Economics, the approach tends to be somewhat conservative and traditional.

Faculty:

Dr. Mary Elizabeth Keister

Dr. Martha Helen Canaday

Dr. Rebecca M. Smith

Dr. J. Nance White

Dr. James Allen Watson

Write: Department of Child Development and Family Relations
School of Home Economics
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

UNIVERSITY OF OREGON

There is no specific graduate program in family studies offered at Oregon. A sociology major at the Ph.D. level can concentrate on the family as their major or minor area of specialization. The program tends to be theoretically oriented but the E. C. Brown Center of Family Studies makes it possible to get research experience. Within the Sociology Department there is also a Woman's Study Center. Its existence should, especially in the future, have a positive influence on the family study program.

Students are free to set up their own programs within the field, with the consent of their advisor. At the Master's degree level, another option is the Interdisciplinary Program. The student formulates his own program, for example family life education, and selects faculty advisers to guide his progress. The attitude of students that have attempted this type of program has been positive. It might be noted that at present the Sociology Department is in somewhat of a turmoil, which has influenced the morale of the students.

With regard to financial assistance, there is only a slight possibility of available funding.

As far as jobs are concerned, no one--until this moment--seems to have had trouble getting a job. The faculty seems quite willing to help with possible job sc..ces and written communications.

It might be noted that a Course Synopsis: Professional Study of the Family at the University of Oregon is available for $1.00 from:

The E. C. Brown Foundation
1802 Moss Street
Eugene, Oregon 97403

A revision of this synopsis should be available by now or shortly. It will include family life opportunities at Oregon State University as well.

UNIVERSITY OF SOUTHERN CALIFORNIA

The area of family studies is offered exclusively through the Department of Sociology as part of a Ph.D. program. No Master's course is available at this university in the area of family studies. The emphasis in the first two years is strictly academic with heavy emphasis being placed on theory (8 units), statistics (8 units) and research (4 units). All these courses are compulsory requirements for the Ph.D. degree. Those students interested in family studies choose relevant courses that are offered within the department. In addition, they have to choose a second area of specialization and most take social psychology. The department has qualifying examinations which are usually taken in the fifth semester and students are examined in all the above areas; satisfactory completion enables them to proceed to the dissertation.

Those whose interests are in marriage and family counseling usually complete relevant courses during the second year of graduate study. These include courses in marital diagnosis (8 units), marriage counseling (4 units), and other courses in family interaction and family life cycle. No student is admitted to the marriage counseling program until she/he has been screened by the relevant staff and completed a battery of psychological tests. Satisfactory completion of this requirement and the relevant course work allows a student to commence counseling practicum. This is mainly carried out at the University of Southern California Marriage and Family Counseling Center, located on the campus, and is a very extensive and time demanding program. In all, a student has to complete 1,500 hours of supervised practice. However, the advantage of this is that upon completion students are eligible for the state of California license as marriage and family counselors. The overall program is also approved by the American Association of Marriage and Family Counselors. This means that employment opportunities are reasonably good.

Until very recently one of the major drawbacks of the program was that almost all the clients came from within the university and this restricted the amount of exposure that students received to a wide variety of clinical problems. However, referral contacts have now been established in the nearby community schools and family planning centers, and this, it is hoped, will give those students in the practicum wider experience and also a necessary increase in contact with families as such. This part of the program has been lacking up to the present. All those students in the practicum receive weekly group and individual supervision from the staff. The main three staff members all have different approaches to counseling and students are rotated among the supervisors on a semester basis.

Students in the marriage counseling program are required also to attend weekly professional meetings at which they are exposed to a wide range of practitioners from the community. However, these meetings are of varying value and could be improved. One of the drawbacks of the academic program is that it does not include a comprehensive course in abnormal psychology and several students feel a sense of inadequacy when they commence practicum because of this.

Being in a sociology department has certain advantages, but one of the disadvantages is that some of the course work is irrelevant to counseling. The major advantage is that students are given the opportunity to increase their competence in such areas as theory, statistics and research methodology. However, not all students want this. Nevertheless, it increases their marketable skills and their potential to contribute to the field of family sociology via research. The compulsory courses in the above areas are in the main excellent and staff are most helpful and readily available. In the specific area of marriage counseling only one staff member is full time, although he is extremely helpful, supportative, and most accessible. The other staff members in marriage counseling are part time and although they are willing to make themselves available to students, they have other commitments and at times this can present problems. It also cuts down severely on the amount of informal contact that students can have with them.

Overall, the value of this course lies in its excellent balance of academic work and practical training. Students sometimes find it frustrating that they have to spend the first two years in formal course work before they can commence counseling. Nevertheless, the department is flexible and persons having prior counseling experience can make individual arrangements. The department also offers training in marriage counseling at the post doctoral level. Fellowships are virtually non-existent; however, Teaching Assistantships in various areas of sociology are available on a competitive basis after the first year.

Faculty:

Dr. Carlfred Broderick: Professor of Sociology and Executive Director of the Marriage Counseling Center. His major interests are marriage counseling with a behaviorist orientation and his research interests are in the area of systems theory, family interaction, and sexual behavior and socialization.

Dr. Alexander Taylor: Marriage and Family Counseling, Clinical Director. Major orientation is psychoanalytic and long term insight therapy.

Dr. Clinton Phillips: Marriage and Family Counseling, Clinical Director. Marriage Counselor Training. Major orientation is Gestaltist.

Dr. Solon Samuels: Psychiatrist; serves as Psychiatric Consultant. Major and exclusive orientation is transactional analysis.

Write: Marriage and Family Counseling Center
703 West 34th Street
University of Southern California
Los Angeles, California 90007

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Department of Management, Housing and Family Development

The program is an extremely flexible one with the emphasis being on what the student is interested in (i.e., sociological aspects of family life, research and theory, teaching family life education, practical applications and counseling).

There is a very innovative and creative faculty who do not hold to traditional teaching techniques, and look more to the individual students and what learning experiences are best for them. Generally speaking, the faculty is young and humanistic. These factors lend themselves well to the excellent rapport that they have with students. Both students and faculty are involved in research, and this too is an integral part of the program's total learning experience.

In regard to financial assistance, assistantships are the main source. Currently there are seven full-time graduate assistants. Other jobs are available on the campus through work-study and private employment, but the majority of students are self-supporting.

Many of the graduates enter the teaching profession, usually at the university level. Some are employed by private agencies, but the majority are headed for teaching. It is fair to say that a degree from this department creates a great deal of interest on the job market.

The only foreseeable negative aspect of the program is the limited number of courses offered to graduate students. A partial answer to this problem is that the department is in the process of expanding. As the number of full-time graduate students increases, the number of graduate courses offered will probably increase proportionately.

Students feel very positively about the program, especially the manner in which it has been expanding and improving each quarter.

It would be impossible to list all of the outstanding qualities of the faculty. We would strongly recommend the program to any person with a serious desire to study the field of family relations.

Write: Department of Management, Housing and Family Development
College of Home Economics
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061